

Native American and Alaska Native Children in School Project Director's Meeting

October 6, 7, 2016
Assessments in Native Languages



Who Are We

-LKSD

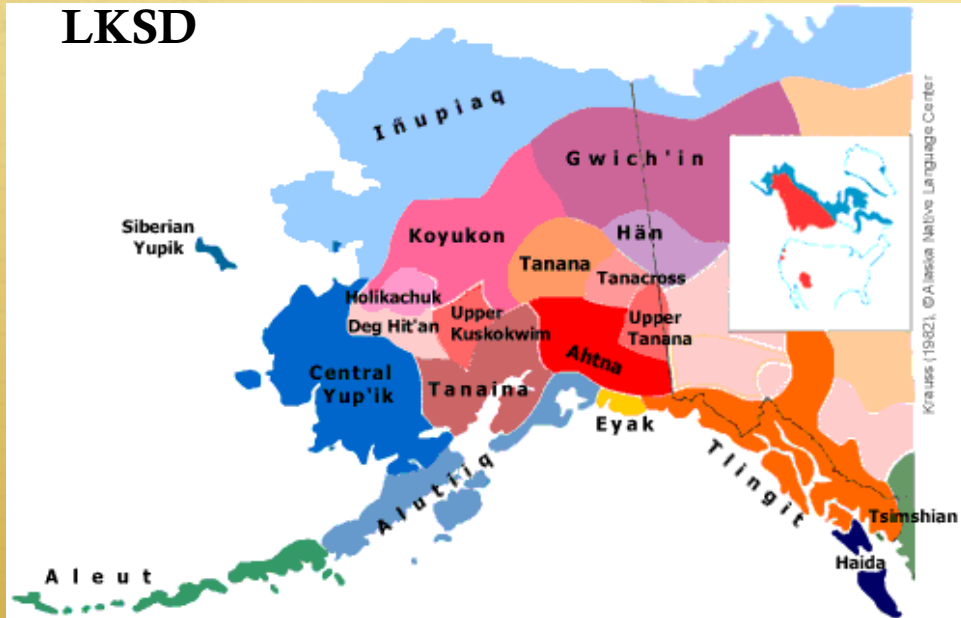
Lower Kuskokwim School District

-WIDA

World Class Instructional Design & Assessment



LKSD



✧ Central Yup'ik Eskimo

- ✧ 56 Yup'ik villages (federally recognized)
- ✧ 15,000 people
- ✧ 59,000 square miles
- ✧ no road connection ("Ice road/river" during the winter)
- ✧ Practice hunting, fishing and gathering way of life

District Goals

1. Reclaiming Our Yup'ik Eskimo Language and Culture
2. Exiting our students from LEP and/or LYP status in 5 - 7 years
3. Increasing student achievement to grade level or above beginning in pre-k and kindergarten

✦ Lower Kuskokwim School District

✦ Kusquqviim Anenran Elitnaurvii

- One of the largest rural school districts in Alaska / 22,000 square miles (roughly the size of Ohio)

- Served by 352 certified teachers (1/4 of them Yup'ik) and 160 associate teachers and aides

- 18/27 schools Yup'ik language spoken
- 23 Communities ranging from 50-700 inhabitants



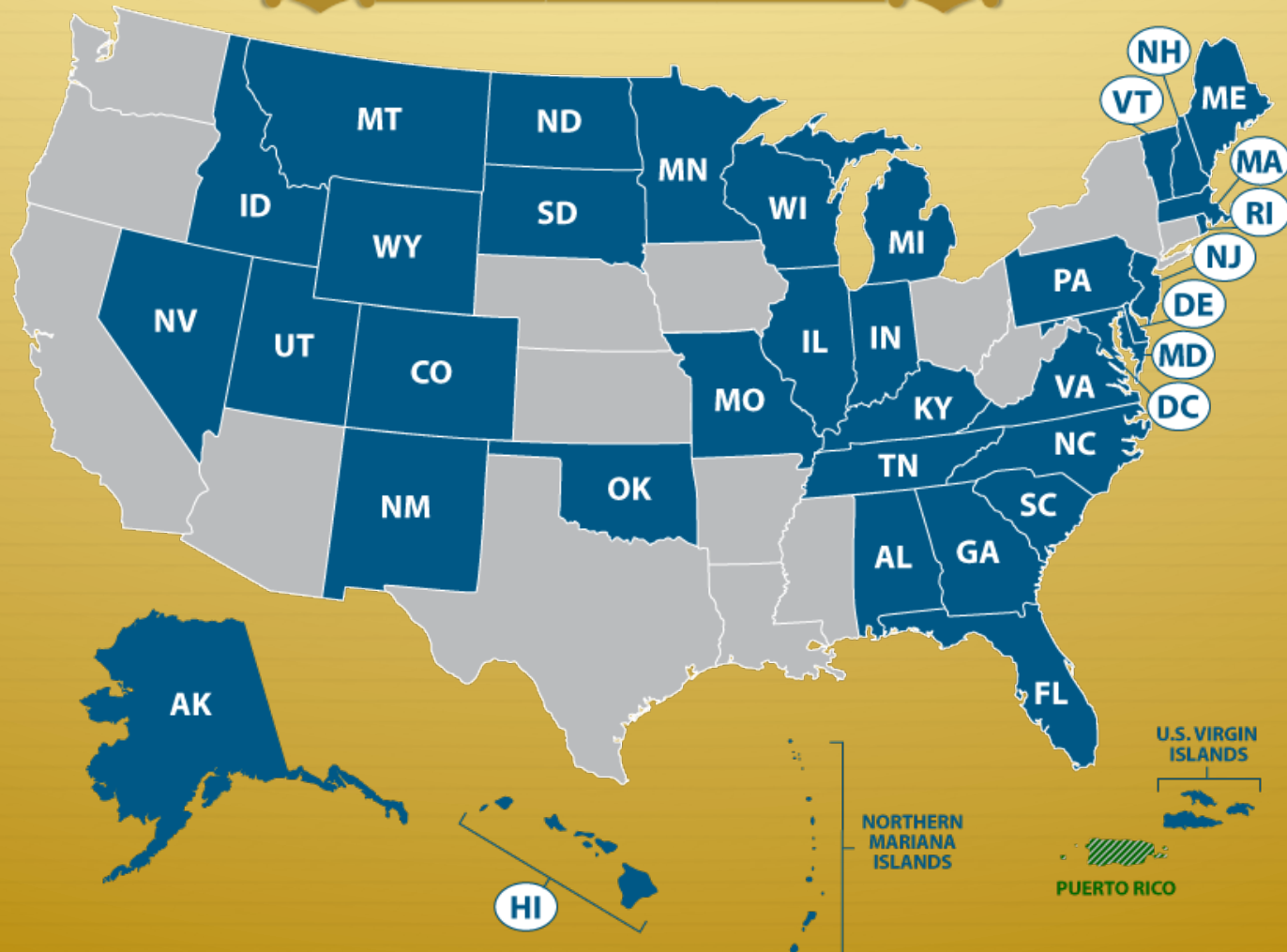
LKSD: What We Do



- ✦ Provide Pre-K, K-12 Education for 4,300 students
- ✦ 85% of our students are Yup'ik Eskimo Alaska Natives
- ✦ We try to provide curriculum, instruction and assessment that meets the state academic standards, is congruent culturally, is delivered in a bilingual program whenever possible.

Who We Are

The WIDA Consortium



WIDA: What We Do

The Consortium ...

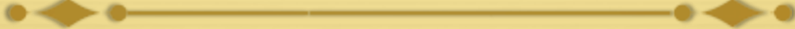


- Advances **academic language** development and academic achievement for
- Children and youth who are **culturally and linguistically diverse** through
- High quality **standards, assessments, research, and professional learning.**

Guiding principles

- Developing students' Native language development **facilitates** their **academic language** development in English.
- Conversely, students' **academic language** development in English **informs** their **academic language** development in their Native language.

During This Session We Will:



- ✦ Briefly Explore the Cycle of Instruction for indigenous curricula building K-5
- ✦ Link academic standards and cultural standards in the writing of curricula
- ✦ Visit categories of assessment with examples
- ✦ Share the process of seeking a valid, reliable Yup'ik Language Proficiency Test K-5
- ✦ Hear and respond to audience questions and input.

**STANDARDS
REFERENCED
ASSESSMENT**

**High
Expectations**

STANDARDS
What students
should know and
be able to do

**LESSON
REFERENCED
ASSESSMENT**

Grading

**INSTRUCTIONAL
MATERIALS**

**&
METHODS**

**STANDARDS
REFERENCED
ASSESSMENT**

STANDARDS

**LESSON
REFERENCED
ASSESSMENT**

**INSTRUCTIONAL
MATERIALS
&
METHODS**

STANDARDS



- STATE OF ALASKA CULTURAL STANDARDS
- WRITTEN K-12

CULTURAL STANDARDS

STATE ACADEMIC STANDARDS

- LANGUAGE ARTS
SCIENCE
SOCIAL STUDIES
- WRITTEN TO GRADE LEVEL



**STANDARDS
REFERENCED
ASSESSMENT**

STANDARDS

**LESSON
REFERENCED
ASSESSMENT**

**INSTRUCTIONAL
MATERIALS
&
METHODS**

INSTRUCTIONAL MATERIALS AND METHODS

MATERIALS METHODS



☐ UNIT (THEME BASED) PLANS LINKED DIRECTLY TO ACADEMIC AND CULTURAL STANDARDS

☐ CREATION OR USE OF PER-WRITTEN GRADE LEVEL EXPECTATIONS

☐ WRITING OF LESSON PLANS BY CLASSROOM TEACHERS



☐ LESSON PLANS DIRECTLY REFERENCE INSTRUCTIONAL METHODS

☐ METHODOLOGY EMPLOYS SHELTERED INSTRUCTION FOR LANGUAGE LEARNERS (BOTH ELLS AND YLLS)

☐ METHODOLOGY SETS THE STAGE FOR HIGH STUDENT ENGAGEMENT

TRAINING IS PROVIDED AND IMPLEMENTATION IS SUPPORTED FOR BOTH METHODS AND MATERIALS

**STANDARDS
REFERENCED
ASSESSMENT**

STANDARDS

**LESSON
REFERENCED
ASSESSMENT**

**INSTRUCTIONAL
MATERIALS
&
METHODS**

LESSON REFERENCED ASSESSMENT



- ✦ Social Studies Unit Goal: First graders will identify the characteristics of a good citizen.

Lesson Activities

- ✦ Assessment: In pairs, students will draw a poster showing themselves being good citizens and present their ideas and poster to peers

Abstract

First graders will identify the characteristics of a good citizen.

Focus Questions

1. What nice things do you do with your peers?
Qaillun kenkelarciki ilaten?
2. How do you take care of your things?
Qaillun cauceten auluk'larciki?
3. What do you do to do your best?
Qaillun pingnatularcit?
4. How do you respect others?
Qaillun qigcikilarcit?
5. What responsible things do you do?
Qaillun assirluten elpenek auluk'larcit?

Key Concepts

- √golden rule
- alerquutekegtaar
- √respect
- qigcikluku
- √responsible
- ellminek aulukluni

Instructional Resources

Student text localized in Yup'ik or English
TCI Teacher Presentation and resource materials
on line
LKSD First Grade Social Studies Teacher
Notebook
Second Step Posters
Elder

Student Resources

- journals specifically for social studies (may be picture journals, sketchpads)
- student Yugtun or English text
- Daily Geography
- whiteboards, markers and erasers
- others per lesson plan

Cultural Standards

B. Culturally-knowledgeable students are able to build on the knowledge and skills of the local cultural community as a foundation from which to achieve personal and academic success throughout life by:

B3. making appropriate choices regarding the long-term consequences of their actions

D. Culturally-knowledgeable students are able to engage effectively in learning activities that are based on traditional ways of knowing and learning by:

D3. interacting with Elders in a loving and respectful way that demonstrates an appreciation of their role as culturebearers and educators in the community;

Benchmarks

1stGRSW make decisions about the best way to be a good citizen

1stGRSW describe characteristics of being a good citizen

1stGRSW identify similarities and differences between life in the past and life in the present

Assessments

Have students draw a poster and present to peers how they can be good helpers at the school.
Kalirvamek aturluten pilinguara qaillun ikayurtenguyugngallerpenek elitnaurvigmi.

Lesson Referenced Assessment



✦ Reading

- Weekly Lesson Assessments

- 30 weeks of lessons/stories K-5 (see reading books)
not translated from English

- assessments include all elements of reading for the
week's lessons:

- *skill development (phonics, phonemic awareness,
fluency, vocabulary, comprehension)

Reading Focus Skill Test Example

Atren: _____
Erneq: _____

Grade 1
Lesson 1
Focus Skill Test

Elitarkaq: Caqatarngatellriit

Tangerki tarenrat. Minguggu/tungurcarru uivenqellria tarenram caqatallra.

1.



- Nasaurluuk nerciquk.
- Nasaurluuk yurarciquk.

**STANDARDS
REFERENCED
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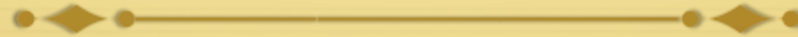
STANDARDS

**LESSON
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Yugtun CBMs 2006

University Washington William Demmert



✦ Diagnostic Assessments of Early Literacy Skills in Yup'ik

- Letter Sound Fluency (no letter naming fluency)

- Phonemic Segmentation Fluency

- Nonsense Word Fluency

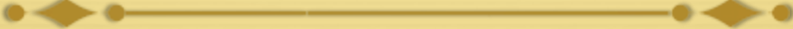
- RCBM (reading fluency scored with syllables rather than words)

Data Use



- ✦ To determine if student is on grade level in Yugtun reading.
- ✦ Intervention provided for students who do not reach cut score.
- ✦ Used along with a writing assessment to determine if students are making academic progress expected in dual language program.

Yup'ik Language Proficiency Test



- ✦ Modeled to parallel IDEA Proficiency Test in English
- ✦ Has 4 levels grades K&1, 2&3, 4-6 & 7-12
- ✦ Cut score at each level determines proficient/not proficient
- ✦ 80% is proficient: once passed not repeated

-Early pre-K, K = a lot of naming objects and oral 1 or two word answers

-Tests listening, speaking and vocabulary, only

Prompt Example Level 1

YPT



Data Use



- ✧ Early = support for grant applications to show we had native speakers
- ✧ Later = to show the state of Yugtun language preservation over time
- ✧ Recently = used to screen pre-school students to determine their strongest language for dual language literacy instruction K, 1.

Dual Language Screening

Steps for Reading K, 1

1. Use the parent questionnaire also used for state ELL screening. If **ONE** response is “Yup’ik” the student’s initial reading is taught K, 1 in Yup’ik, only.
2. If **ALL** parent questionnaire responses are “English”.
3. If parent responses are “both languages” test scores from W-APT and YPT are compared

Our Purposes in Seeking a New Yup'ik Language Proficiency Test



- ✦ We have constructed our tests of high expectation (CBMs YPT) after English. Yugtun is not much like English.
- ✦ We want to define proficient Yup'ik in order to engage our teachers, children and communities in a purposeful and respectful mission to keep their language which, we suspect, is well into shift.
- ✦ As a group, we have the collective knowledge to define proficient Yup'ik. We do not have the technical skill to construct a valid, reliable assessment.

Asking WIDA



- ✦ So...when WIDA came to Alaska to teach us about the WIDA ACCESS for ELLS, we said, how about teaching us to write test items in Yup'ik?

We were pretty surprised when they said, “yes.”

WIDA's Role

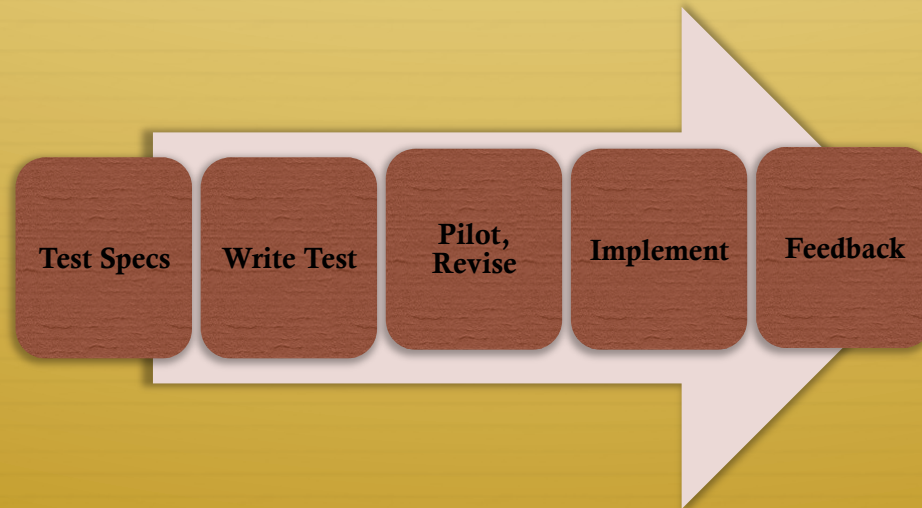
Quality Assurance - Technical Aspects

- ✦ Language test development principles and processes
- ✦ Establishing language standards and proficiency levels
- ✦ Test design and item development for different purposes (proficiency, achievement, diagnostic etc)
- ✦ Data analytics
- ✦ Psychometrics (validity, reliability)
- ✦ Data management systems etc.

LKSD-WIDA Collaboration Lessons to Learn

Socio-Cultural Considerations

- Ways of thinking and doing
- Ways of establishing and understanding relationships



LKSD-WIDA Collaboration

More Lessons to Learn

Yup'ik Language Considerations

- Characteristics, structures, morphology etc
- How widely spoken – endangered?
- How is Yup'ik used, for what purposes, when, why, by whom?
- Dialects?

| Scoring dimension | Skill Dimension | |
|-------------------|------------------|------------|
| | Discrete | Integrated |
| Objective | MC Task | Cloze test |
| Subjective | Description Task | Role Play |

LKSD-WIDA Collaboration

Additional Lessons to Learn

Measurement considerations

- From the **community's perspective**, what's the purpose of the Yup'ik Proficiency Test? District's perspective? State's perspective?
- What does the community mean by a person being a **proficient Yup'ik speaker**?
- What **differentiates** a proficient speaker from one who is not proficient?
- What is the **construct(s) to be measured**? E.g a person with 'enough' of the Yup'ik language will be able to x, y, z

My 'Take Aways'

Emerging Guiding Principles



Principles

- **Appropriate consultations** will be **central** to the development of the Yup'ik Proficiency Test and us supporting LKSD and the communities to achieve their goals
- **Yup'ik belongs to the communities** – we are not the owners or custodians. Permission and consent must be sought from the owners
- Must **allow for sufficient time and resources** for thorough and ongoing consultations in accordance with **local contexts and situations**.

Protocols



- **Comprehensive survey** of the local language situation
- Need to **identify appropriate persons** in local community to consult
- Consult with **all stakeholders**, including organizations outside the education arena
- Arrange for **safe keeping of language and cultural materials** with appropriate deposit and access processes in place.

Your Comments and Questions

